**Topic Three: Geometry-Angles**

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| **Geometric reasoning** |
| 1. Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal [(ACMMG163)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACMMG163) |
| 1. Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning [(ACMMG164)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACMMG164) |

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| **Lesson** | **Learning Intention** | **Activities** |
| 1-2 | Consolidating what a point, line and angle is.  They are the basic building objects to construct angles to more complex shapes and objects | Ex 2A, pg 58  Task 1: Investigate points and lines  Task 2: Investigate 5 points  Task 3: Investigate points, lines and intervals  Task 4: Investigating Lines |
| 3-4 | Consolidating measuring an angle by estimating and using a protractor  Naming different types of Angles | Task 4: Introduction to Degrees Rime G 7#4  Ex 2B, pg 64  Alien Angles-practise estimating size of angle.  <http://www.mathplayground.com/alienangles.html> |
| 5-6 | Learning to and practising drawing angles | Task 5: Protractors Rime G 7#5  Worksheets BLM 11.4 & 11.5 Constructing angles I & II  <https://www.mathsisfun.com/geometry/protractor-using.html>  <https://www.mathsisfun.com/geometry/constructions.html>  **Ex 2B, pg 66 Qn 6** |
| 7 | Identifying Complementary, supplementary and Revolution Angles | Ex 2C, pg 69 |
| 8 | What occurs when a line (Transversal) cuts through a pair of parallel lines. | Ex 2D, pg 78 |
| 9\* | Applying what has been taught-review this with the team of staff, maybe to difficult. | Ex 2E\*, pg 84  Play at start or finish of the lesson.  <http://www.math-play.com/Angles-Jeopardy/Classifying-Angles-Game.html> |
| 10 | Revision | Chapter Review, pg 98-103 |
| 11 | Test |  |
| 12-13 | Creating a design | Task 6: Creating a Design worksheet |

**Note: Allow calculators for this topic. Especially for Ex. 2C, 2D and 2E\***